

likelihood of true consent from the community, rather than only from those individuals directly involved in a project (Minkler, 2005). As of the submission of this proposal, no literature on community-university research partnerships has identified a participatory research group's (group level = meso) pattern for growth and change across the group's lifespan. Furthermore, no research has been reported on the meaning-making of student researchers and community partners at the individual (micro) level of analysis in such a project.

Participants engaged in this presentation will be able to:

1. Explain how a professional counselor served as consultant for a community-university partnership using a participatory research model;
2. Understand how a professional counselor assisted in the analysis of one research team's group-oriented functioning (e.g., attention to product and process);
3. Explain the importance of group-oriented processes for student meaning-making of early research experiences; and,
4. Improve collaboration among clients, practitioners, and researchers using evidence-based research and best practices in group work.

The presentation will conclude with implications for future professional counselor consultation and for the practice of facilitating groups of researchers.

References

There were no references provided with this proposal.